

St. Paul's Catholic Primary School and Nursery



Assessment Policy

Our Mission Statement

*"Do everything with love."
(St Paul's first letter to the Corinthians 16:14)*

This means that we will....

- Show our love for Jesus in everything we say and do.
- Respect everyone by recognising that God made us all different but equally valued.
- Strive for excellence and find ways to share, develop and celebrate our talents.
- Promote a safe, happy and enjoyable environment.
- Actively support our school, parish and the wider community.

Ratified
Review date

April 24
April 25

Rational

At St Paul's Catholic Primary School, we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child. We believe that assessment should be thorough, manageable and relevant. Assessment for learning (AFL) is embedded throughout the school.

"AFL is the single most powerful tool we have for both raising standards and empowering lifelong learners."

Assessment Reform Group

Principles

Using the principles and processes of assessment we aim to:

- Continually monitor progress and support learning.
- Support children in taking ownership of their learning and progress through ongoing verbal and written feedback
- Use assessment to identify key marginal children who may need intervention to accelerate progress.
- Inform future planning, teaching and curriculum development.
- Provide information to ensure continuity and progression when a pupil changes school or year group.
- Inform parents and the wider community of pupil achievement.
- Comply with statutory requirements.

In addition, assessment may support teachers, SLT and governors in monitoring and evaluating the effectiveness of teaching and learning and the school's deployment of resources.

Assessment at St Paul's Catholic Primary involves:

- **Target setting** – sharing achievable but challenging targets, objectives and star to success with children, and allowing children to set their own targets with guidance.
- **Tracking** – teacher and children evaluating progress in relation to these targets over the course of a lesson, unit of work, term, year or key stage.
- **Interventions** – teacher (with involvement of SLT, Inclusion Leader, TAs and parents where relevant) plans appropriate learning to support children in meeting these targets based on information gained from tracking, where possible same day interventions to take place.
- **Checking** – teacher, child and other adults reviewing whether targets have been met and progress has been made. Celebrations to be made of this.

At St Paul's Catholic Primary School, we use an assessment tool called PiXL to assess, analyse and intervene (additionally teachers may also use other assessments such as: Early Years Foundation Stage Profile, statutory assessments, RWI assessments and SEN reports).

PiXL assessments are used in conjunction with on-going teacher assessment. They are carried out termly (except for Year 6 who do this half-termly). These assessments monitor the attainments of reading, maths and SPAG and allow us to analyse the children's progress nationally.

Additionally we use RWI for phonics where children are assessed half termly. Again, allowing us to track progress and continuously adapt groups to ensure the teaching meets the needs of pupils.

Within maths, children from Y2 upwards learn their times tables through Times Table Rockstars. Again, a tool that allows us to track and support individuals with their times tables.

Teacher assessment includes the use of:

- Giving verbal feedback to children's class work in line with the school's Feedback Policy.
- Homework and information from parents (when provided).
- Observations of play/learning (including photographs).
- Questioning and discussions.
- Specific assessment tasks, such as tests and phonics assessments. PiXL assessments include summative assessments (SATs-like papers) and formative assessments (quizzes and mini tasks). Teachers then receive a PiXL analysis which helps them to analyse in detail pupils' reading, writing and maths in order to reach an awareness of progress against end of year expectations and to identify gaps in their learning. This will support identifying next steps for further improvement and for transition periods.

Foundation Subjects

Subject leaders of foundation subjects track progress across year groups and throughout the year for their key subjects but also to ensure skills and knowledge are transferred. Teachers use an excel document to track pupils who haven't met specific skills in RE, Geography, History, Computing and Science. Additionally, subject leads have mapped out key learning in each year group and have planned revision sessions for each lesson to ensure learning from previous year groups is constantly revisited.

Assessment wheels are used in PE and baseline assessments are completed in PSHE.

Data and moderation meetings

We use both formative and summative assessments and appreciate that, although tests provide an easily achieved score, personal knowledge of each child is key. For this reason, the class teacher meets with relevant members of the SLT at the start of the year and then once a term (Pupil Progress Meetings). The progress of individuals and specific groups of children is discussed in relation to PiXL assessment data and their daily teacher assessment. PiXL enables us to make direct comparisons with other schools; make attainment judgements and predictions; and identify gaps in pupils' learning. As a result of these meetings, targets may be revised and intervention groups planned for the upcoming term.

In order to validate judgements and ensure a consistent approach, staff meet to moderate writing and RE. Leaders of foundation subjects will also moderate a selection of pupils when conducting work scrutinies during different times of the year. On occasions, this will take place with staff from other schools within the local cluster or diocese to allow for a wider perspective.

Expectations

Children in the EYFS (Early Years Foundation Stage) will be assessed as either, emerging or expected in seven areas of learning.

All children at the end of key stage 1 should achieve End of Year Expectations for Year 2

By the end of year 6 all children should achieve End of Year Expectations for Year 6. Some children may achieve more than expected (Greater Depth) through quality first teaching and additional interventions.

Reporting to Parents

We recognise that, if children are to succeed in their education, parents must play a full part in their child's education. In order to do this, they need to be kept informed of their progress. At Parent Consultations we inform parents of their child's overall ability and rate of progress. We discuss ways forward for their child, and how the parent can support this at home. Alongside these meetings, we provide Interim Reports in November and March which clearly set out each child's targets in reading, writing and maths. A more detailed report is prepared by class teachers and given to parents in the summer term.

Arrangements for Monitoring and Evaluation

The assessment leader will review this policy at least every 2 years and more frequently if statutory requirements alter or if operational needs demand a change. The Headteacher will

report annually during the autumn term to the governing body on assessment outcomes for children reaching the end of key stage 1 and key stage 2, and throughout the year on progress towards achieving the new set targets for the school and in particular focus on Year R, Year 1, Year 2 and Year 6 for National outcomes.